

A COMPARISON OF THE TECHNIQUES OF TEACHING WORD  
RECOGNITION FROM AN ANALYSIS OF RESEARCH  
AND A SURVEY OF TEACHER TRAINING  
INSTITUTIONS

A THESIS

SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION  
ATLANTA UNIVERSITY, IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE  
OF MASTER OF ARTS

BY

IVERY W. HARVEY, JR.

SCHOOL OF EDUCATION  
ATLANTA UNIVERSITY

JULY, 1962

## ACKNOWLEDGEMENTS

While it is impossible to acknowledge everyone who contributed toward this thesis, the writer wishes to acknowledge his appreciation to members of the staffs of the Detroit Public Library and the Wayne State University Library for their continued assistance. He wishes also to acknowledge his gratitude to the members of the faculties involved in this study for sharing their time and experiences with him.

The writer further wishes to acknowledge his indebtedness to faculty members of the Graduate School, particularly to Dr. Lynette Saine for her assistance and guidance in placing the study in its proper perspective in the field of Reading, and to Dr. Paul I. Clifford, for his assistance, guidance, and scholarly influence upon the writer prior, during, and beyond the writing of this thesis.

Finally, the writer wishes to acknowledge his gratitude to his wife who, for many hours, occupied their son so that the writer could work.

I. W. H.

## TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS. . . . .	ii
LIST OF TABLES . . . . .	iv
Chapter	
I. INTRODUCTION. . . . .	1
Rationale. . . . .	1
Evolution of the Problem . . . . .	5
Contribution to Educational Knowledge. . . . .	6
Statement of the Problem . . . . .	6
Limitations of the Study . . . . .	7
Purposes of the Study. . . . .	7
Definition of Terms. . . . .	8
Locale and Research Design. . . . .	8
Summary of Related Literature. . . . .	11
II. PRESENTATION AND ANALYSIS OF DATA . . . . .	22
Introduction . . . . .	22
Explanation of Data Gathering Procedure. . . . .	22
Interpretation of Findings . . . . .	23
Comparison of the Findings . . . . .	37
III. SUMMARY AND CONCLUSIONS. . . . .	39
Summary. . . . .	39
Findings . . . . .	41
Conclusions. . . . .	41
Recommendations. . . . .	44
APPENDIX . . . . .	45
BIBLIOGRAPHY . . . . .	47
VITA . . . . .	52

## LIST OF TABLES

### Table

I	Word Recognition Techniques Taught in the Different Colleges. . . . .	24
II	The Variation of Phonics Stresses Among the Various College Programs . . . . .	27
III	Types of Audio-Visual Equipment Available to the Colleges. . . . .	30
IV	Uses of Audio-Visual Equipment . . . . .	31
V	Results of Opinions on the Outcomes of Competent Reading Instruction . . . . .	35

# CHAPTER I

## INTRODUCTION

Rationale.--Gray and Iverson wrote in 1952 that:

The current period of criticism of public education in this country began early in the forties. Criticism of reading instruction hit in three waves. The first wave began about 1942 and was generally indictments against the inabilities of high schoolers to read. . . The second wave of concern gained momentum in the early years following World War II (1946-1948). . . . This was a wave of "Johnny Can't Read," "Why Can't They Read," etc., especially from newspapers and magazines. . . The last wave of lay criticism accompanied the general attacks on education which have mounted rapidly since 1948. This wave of criticism attacked the depth, level, and method of reading instruction.<sup>1</sup>

In 1955, a book entitled Why Johnny Can't Read<sup>2</sup> caused a furor among parents and educators because it stated that the schools in the United States were not teaching children to read. The author, Dr. Rudolph Flesch, further accused the colleges of inadequately preparing teacher trainees because they forced upon them ineffectual methods of teaching reading. The furor that Dr. Flesch caused did not end between himself and America's educators; it crept over into the methodology of teaching reading and revived the dormant, but not dead, issue of phonics versus the

---

<sup>1</sup>William S. Gray and William J. Iverson, "What Should Be The Profession's Attitude Toward Lay Criticism of The Schools? With Special Reference to Reading," Elementary School Journal, XLIII (September, 1952) 1-44.

<sup>2</sup>Rudolph Flesch, Why Johnny Can't Read-and What You Can Do About It (New York: Harper and Brothers, 1955).

sight method of teaching reading.

Answers to the particular charges made by Dr. Flesch have come from some of the leading authorities in reading, but as Duker and Nally state, "Some answers. . . have appeared in professional journals. . . . But unfortunately, these publications are usually read only by educators."<sup>1</sup> These writers give extensive analyses and answers to Dr. Flesch's charges.

The problems of better reading are by no means confined to the United States, and neither is the quest for better methods. Duker and Nally cite references from reading authorities of some European countries which show that boys and girls of their respective countries have reading problems.<sup>2</sup>

In 1956, Gray did a survey for UNESCO on teaching reading and writing.<sup>3</sup> Four-fifths of the total studies that he reviewed were carried on in English speaking countries. One of the final conclusions reached was that the results of research do not indicate conclusively which of the various methods now in use is the best. Gray notes several reasons why this conclusion was reached. One notable reason is the conditions under which many of the

---

<sup>1</sup>Sam Duker and Thomas P. Nally, The Truth About Your Child's Reading (New York: Crown Publishers, Inc., 1957), p. 6.

<sup>2</sup>Ibid., pp. 29-32.

<sup>3</sup>William S. Gray, "The Teaching of Reading and Writing: An International Survey," Monographs on Fundamental Education, X.UNESCO, 1956.

experiments were carried on were not sufficiently controlled to justify the conclusion that any superiority found was due solely to the method used.

The problem of reading now includes more than selecting a particular method. Various factors that influence reading can be classified under such headings as physical, intellectual, social, and emotional.<sup>1</sup> Many authorities have objectives for reading other than the ability to vocalize. Betts lists as his essentials for reading the following: (1) The development of permanent and worthwhile interests which are satisfied through reading and the use of other aids of learning; (2) The development of phonics and related word perception skills and word recognition skills needed for effective listening, speaking, reading, and spelling; (3) The development of concepts and of the ability to think.<sup>2</sup> The Encyclopedia of Educational Research states: "Since 1929, the scope of research has broadened steadily until it now includes problems that arise before children enter school, that command attention at various levels of education from the kindergarten through the university, that grow out of the increasing demands made

---

<sup>1</sup>Chester W. Harris (ed.), Encyclopedia of Educational Research (3rd ed.; New York: The Macmillan Co., 1960) p.1114.

<sup>2</sup>Emmett A. Betts, "Phonics: Practical Considerations Based on Research," Elementary English, XXXIII (October, 1956), 357-371.

on the adult readers in meeting their personal, social, and cultural needs, and that relate to reading as a medium of mass communication in society at large."<sup>1</sup>

As new emphasis, then, was put upon the teaching of reading, educators realized the fallacy of proposing a single method of teaching reading to meet every child's needs. Even methods which were once used in teaching reading have ceased to be methods and have either been discarded or reduced to a particular technique used in the present methods of teaching reading.

Yet, the controversy continues. There are those who would still favor one technique of word recognition and propose it as a solution to all reading difficulties. In 1843, the Bumstead Readers advocated the word method as against the phonic method currently in use.<sup>2</sup> In 1961, Life reported that the see and say method of guess reading is yielding to increased use of phonics.<sup>3</sup> Time described a project under way in the Denver, Colorado, Public schools whereby parents are teaching their pre-kindergarteners to read. The reading technique is based on a system of phonics. It was devised by Dr. Paul McKee and Miss M.

---

<sup>1</sup>Harris, op. cit., p. 1081.

<sup>2</sup>Edmund B. Huey, The Psychology and Pedagogy of Reading (New York: The McMillan Co., 1924), p. 252.

<sup>3</sup>"Johnny is Doing a Lot Better," Life, April 7, 1961, p. 32.



Lucille Harrison.<sup>1</sup>

Evolution of the Problem.--The writer was engaged in an experimental phonics program in his particular school during the 1960-1961 school year. The Breitmeyer Elementary School, Detroit, Michigan, was the only school in the city involved in this experiment. The program was tried in the first, second, and third grades and the writer's own class, a Reading Readiness class.<sup>2</sup>

The phonics system used was a formal one, as presented in the Reading With Phonics series published by the J. B. Lippincott Company.<sup>3</sup>

During the second semester, the first A,<sup>4</sup> second, and third grade teachers reported an increase in oral reading skills and word recognition.

After learning of these achievements and reflecting on his own teacher training experience, the writer became interested in the development of the different techniques of word recognition.

---

<sup>1</sup>"Education," Time, July 14, 1961, p. 60.

<sup>2</sup>In the Detroit system a Reading Readiness class is composed of pupils who are not socially, emotionally, and/or mentally ready for first grade as determined by results from the Detroit Reading Readiness Test and observations by the Kindergarten teacher.

<sup>3</sup>Julie Hay and Charles E. Wingo, Reading With Phonics (Rev. ed.; Chicago: J. B. Lippincott Co., 1960).

<sup>4</sup>The Second half of the first grade.

From this interest came the desire to discover what research had revealed concerning the techniques of word recognition and what teacher training institutions practiced in terms of the instruction offered students preparing to teach.

Contribution to Educational Knowledge.--It is the desire of the writer that this research will enable the readers, especially educators and parents, to understand some of the factors that are involved in the different techniques of teaching word recognition and to appreciate the efforts put forth by the schools and colleges. It is further hoped that this research will assist as a guide in helping the readers to formulate opinions about the relative merits and shortcomings of the different techniques of teaching word recognition.

Statement of the Problem.--This study is concerned with comparing the results of data gathered from personal interviews with instructors and department heads of colleges and from studying research reports relative to the types, merits, shortcomings, uses of audio-visual equipment, and time involved in teaching the different techniques of word recognition in some Michigan colleges. It is further concerned with discovering if a lag exists between research recommendations and college instruction, and with drawing implications for educators relative to the different techniques of word recognition.

Limitations of the Study.--Of several limitations that this study had, the writer feels that the following were the most important ones:

1. The study was confined to one aspect of the total reading process.
2. The interviews were limited to institutions in Michigan.

Purposes of the Study.--The specific purposes of this research were to determine the following:

1. What have research workers reported about the merits and shortcomings of different techniques of teaching word recognition?
2. To what extent are the different techniques of word recognition presently employed and emphasized by teacher training institutions in Michigan?
3. What proportion of time is being given to teaching word recognition in the total reading instruction classes?
4. What kinds and to what extent are word recognition materials and equipment for demonstration and use utilized by students in instruction classes?
5. What lag, if any, exists between research recommendations and college instruction?
6. What implications may be drawn from this research for educators regarding the techniques of word recognition?

Definition of Terms.--The following terms are defined for the purposes of this study:

1. Context clues - Pictures, phrases, sentences, words, and references to previous texts which aid in recognizing a word.
2. Phonics - The application of speech sounds to letters and syllables which aid in analyzing a word.
3. Sight Word - A word which the child has learned and can recognize as a whole on the printed page.
4. Structural analysis - The technique of recognizing derivatives, structural elements, prefixes, suffixes, contractions, and parts of compound words.
5. Teacher Training Institutions - Those colleges and universities in the state of Michigan which offer education courses necessary to meet state requirements for certification.
6. Word recognition - The ability to identify the sound and meaning of words as they appear on the printed page.<sup>1</sup>

Locale and Research Design.--The important aspects of the locale and research design are stated below.

---

<sup>1</sup>John J. DeBoer and Martha Dallman, The Teaching of Reading (New York: Holt, Rinehart and Winston, Inc., 1960), p. 76.

Locale.--The locales of this study were the states Georgia and Michigan; specifically, Atlanta University and the Atlanta Public Library, Main Branch, Atlanta, Georgia; The University of Michigan, Ann Arbor, Michigan; The Detroit Public Library, Main Branch; Marygrove college, Mercer College, The University of Detroit, The Wayne State University General Library, and Wayne State University, Detroit, Michigan; Michigan State University, East Lansing, Michigan; Central Michigan University, Mt. Pleasant, Michigan; Eastern Michigan University, Ypsilanti, Michigan.

Period of the Study.--This research was conducted during the summers of 1961 and 1962, at the institutions mentioned under locale.

Method of Research.--The descriptive survey method was employed as the data gathering technique utilizing the questionnaire, interviews, and observation during the process.

Subjects.--The subjects involved in this study were either department heads and/or instructors in the field of reading, connected with the education or psychology departments at the various institutions listed under locale.

Description of the Instrument.--The primary instrument used in collecting data for this study was the questionnaire. This questionnaire proposed five inquiries

to the person who was interviewed. In contained inquiries concerning the following aspects of instruction: (1) Methods of teaching word recognition; (2) Time and emphasis placed upon word recognition; (3) The role of phonics in the reading process; (4) Types of audio-visual and kinesthetic equipment utilized by instructors and students preparing to teach; (5) Outcomes which ought to be realized from competent reading instruction.

The responses given were relative to the respondents' own institutions, programs, experiences, and opinions.

Procedure.--The following procedural steps were followed in acquiring information for this study:

- a. The related literature pertinent to this study was reviewed, summarized, and presented in the thesis.
- b. Appointments and subsequent visits to the campuses of the institutions noted were made. Personal interviews were conducted with the individuals aforementioned at each campus. A questionnaire was sent to one institution.
- c. The gathered data were assimilated into appropriate tables, analyzed, interpreted, and presented in the thesis.
- d. The findings, conclusions, implications, and recommendations were formulated and incorporated in the thesis.

Summary of Related Literature.--The literature reviewed in connection with this research is summarized under the following subheadings.

Early Methods of Reading Instructions.--As man's life and experiences became more complex, so did his need for communication. Vocalization, gestures, signs, and pictures were not sufficient to convey information and ideas that man acquired. Hence, the alphabet and consequently, words were developed.

As writing developed, so did reading. With the necessity of learning to read came the responsibility for teaching.

Huey writes:

The ABC alphabet method of learning to read became general among the Greeks and Romans, and persisted to recent times in the Western World, though here and there an ineffective protest was made by educational leaders. It was different in some parts of the world, at least in the Orient, where the method of teaching reading was to place a book in the hands of the child from which he repeated the words in concert with his comrades, until he knew them by heart, learning by imitation, in word and sentence wholes.<sup>1</sup>

Smith further states:

Delving into historical research, we find that during the beginning centuries of reading instruction children were taught to read by the alphabet method, and the only technique they were expected to use in attacking an unrecognizable word was simply to spell it. By

---

<sup>1</sup>Huey, op. cit., p. 240

some mythical process, spelling the word was supposed to tell an individual how to pronounce it.<sup>1</sup>

Smith describes the development of reading instruction from the formation of letters by the phoenicians to the present look-and-say method.<sup>2</sup> She notes the early concepts and influences of religion upon reading from the standpoint of motivation and instruction. This is especially true about America in which reading reflected the changing religious, economic, and political institutions of a growing and progressive country. Huey relates how that the early primers were all books of religious instruction and their contents were determined by the authority of the church. From Charles the Great until Luther no other material than above appeared in school readers.<sup>3</sup>

Three of the early dissidents to the alphabet method were Comenius (1657), Gedike (1791), and Jacotot (1770-1840). However, the alphabet method continued until about 1782 when phonics started to take over.

The Rise of Phonics in Teaching Reading.--Smith says that memorization and oral reading played important roles

---

<sup>1</sup>Nila B. Smith, "What Research Tells Us About Word Recognition," Elementary School Journal, LV (April, 1955), 440-446.

<sup>2</sup>Nila B. Smith, American Reading Instruction (New York: Silver, Burdette, and Co., 1934).

<sup>3</sup>Huey, op. cit., pp. 242, 258.



in the lives of the colonists. Memorization was important for religious reasons and oral reading was important because it met a real social need.<sup>1</sup>

After the break with Great Britain, new centers of interest came about, especially politics. It was during this period that phonics entered into reading instruction. Smith says that phonics came into vogue as a patriotic, rather than a pedagogic measure.<sup>2</sup>

Noah Webster's great concern for unity led to his Blue Back Speller. Phonics was introduced vigorously in this book and taught for many years for the purpose of unifying spoken language in America.

Phonics continued to be taught as the accepted method of teaching reading until about 1840<sup>3</sup> when the syllabarium began dying out and the word method began its rise.

The Rise of the Sight Method of Teaching Reading.-- During the period from 1840 to 1880 primary readers were published which advocated teaching the child to recognize the whole word without first learning its phonetic components.

Two notable word method primers of this period were

---

<sup>1</sup>Smith, loc. cit.

<sup>2</sup>Smith, loc. cit.

<sup>3</sup>Betts, loc. cit.

My Little Primer, by Josiah Bumstead, published in 1840, and Webbs Normal Reader Number One, by J. Russell Webb, published in 1855. The most notable phonics readers of this period were the McGuffey Readers.

The word method was slowly taking roots in American reading instruction. During this period the sentence method rose and variations of the sight method were tried.

The battle with phonics raged until about 1918. The period from about 1918 to 1925 was marked by exaggerated, almost exclusive in some cases, emphasis on silent reading influenced heavily by the concept of "learning for meaning" in all phases of education.<sup>1</sup>

Present Concepts of Reading and Word Recognition.-- Reading has over the years developed to the point where the pupil as well as the page is considered.

He learns to read for meaning and enjoyment. He is not burdened with tasks too difficult for him to achieve. He is taught how to recognize words, but for more than word recognition. As DeBoer and Dallman state, "word recognition is a prerequisite to comprehension, but does not guarantee comprehension."<sup>2</sup> Word recognition is one essential tool of learning to read.

---

<sup>1</sup>Nila B. Smith, "What Research Tells Us About Word Recognition," Elementary School Journal, LV (April, 1955) 440-446.

<sup>2</sup>DeBoer and Dallman, op. cit., pp. 117,118.

Research Related to Methods of Teaching Word Recognition.--Prior to 1910, most of the research in reading was concerned with issues related to the psychology and physiology of reading.<sup>1</sup> As early as 1910, Huey summarized pertinent research and concluded that in the case of fluent reading the general form or outline of a word is a sufficient visual clue to its recognition.<sup>2</sup> The early psychological and physiological experiments involved investigations of the eye and its movements. Some early experimenters in this field were Emile Javal (1879) and B. Erdmann and Raymond Dodge (1898).

The period from 1911 to 1920 may be characterized as one of transition. It marks the beginning of broader interests in the scientific study of reading and a clearer recognition for the need of applying objective methods to classroom problems. Since 1920 the scope of research has broadened steadily.<sup>3</sup>

Of the following studies covering a period from 1910 to 1960, some are favorable to phonics, some are favorable to the sight methods, while others favor neither method.

A study by Gill<sup>4</sup> in 1912, in which he studied three

---

<sup>1</sup>Harris, op. cit., p. 1086.

<sup>2</sup>Huey, op. cit., pp. 18, 20.

<sup>3</sup>Harris, op. cit., p. 1087.

<sup>4</sup>Edmund J. Gill, "Methods of Teaching Reading," Journal of Experimental Pedagogy, I (1911-1912), 243-248.

groups of children using a formal phonics method, combined method, and wholes method or thought or sentence method showed the wholes method to be superior. However, later authorities questioned Gill's techniques.

In 1913, C. W. Valentine,<sup>1</sup> Dundee, Scotland, reports that the phonic method was superior when he tested each of two classes of twenty-four students on learning four lines of English prose using Greek letters.

Burbank (1920),<sup>2</sup> proposed teaching elementary school teachers the science of phonetics. He contended that the sight method was making the language ideographic.

In 1926, Sexton and Herron<sup>3</sup> studied the effect of phonics training on nearly nine hundred pupils over a period from the first grade through part of the second grade. They concluded that phonics was not effective with beginners; that the second grade seemed the place to begin phonic training; that the quality of teaching entered into

---

<sup>1</sup>C. W. Valentine, "Experiments on the Methods of Teaching Reading," Journal of Experimental Pedagogy, II (1913-1914), 99-112.

<sup>2</sup>E. D. Burbank, "Phonetics in the Elementary Grades for Teachers of Normal Children," Volta Review, XXII (March, April, 1922), 113-116; 217-220.

<sup>3</sup>Elmer K. Sexton and John S. Herron, "The Newark Phonics Experiment," Elementary School Journal, XXVIII (May, 1928), 690-701.

a child's progress.

Mosher (1928),<sup>1</sup> showed that a first grade class of the Demonstration School, New Haven State Norman School, progressed as any other class would expected to have progressed. No phonics whatsoever was used in the instruction.

Liddell (1931),<sup>2</sup> found that telling the word was the most effective method of teaching word meaning. Context clues were next best, followed by pictures clues. The dictionary was the least effective.

Tate (1937),<sup>3</sup> found phonics superior in helping pupils recognize words and the look and say method superior in developing sentence and paragraph meaning.

Agnew's<sup>4</sup> study, 1939, indicated that while comprehension in silent reading was not affected by isolated phonics, longer periods of phonics study did increase word recog-

<sup>1</sup>Raymond M. Mosher, "Some Results of Teaching Beginners by the Look and Say Method," Journal of Educational Psychology, XIX (March, 1928), 185-193.

<sup>2</sup>Glenda Lucille Lidell, "An Experimental Investigation of Methods of Teaching Word Meaning in Fourth and Fifth Grade Classes" (unpublished Master's thesis, School of Education, University of Southern California, 1931).

<sup>3</sup>Harry L. Tate, "The Influence of Phonics on Silent Reading in Grade One," Elementary School Journal, XXXVII (June, 1937), 752-763.

<sup>4</sup>Donald C. Agnew, The Effect of Varied Amounts of Phonetic Training on Primary Reading, (Durham, N. C.; Duke University Press, 1939).

nition and pronunciation as checked in oral reading.

Brownell (1941),<sup>1</sup> Russell (1942),<sup>2</sup> and Aaron (1960),<sup>3</sup> did studies involving teachers. The results of Brownell's study showed that teachers showed no similarity between educational philosophy and phonics practice and that the amount of emphasis they put on phonics agreed with supervisory policy. Russell's study showed that a majority of teachers favored a combination method. Aaron's study showed that primary teachers fared no better than upper grade teachers in phonics-aptitude.

Perkins (1943),<sup>4</sup> found that of the three methods of teaching word recognition, the individual group, and combination methods, all three can be classified as desirable from which satisfying results might be derived. Results were more beneficial in word recognition when the interests, abilities, and needs of the pupils were considered.

---

<sup>1</sup>William A. Brownell, "Current Practices with Respect to Phonetic Analysis in the Primary Grades," Elementary School Journal, XLII (November, 1941), 195-206.

<sup>2</sup>David H. Russell, "Opinions of Experts About Primary Grade Basic Reading Programs," Elementary School Journal, XLIV (June, 1944), 602-609.

<sup>3</sup>I. E. Aaron, "What Teachers and Prospective Teachers Know About Phonics Generalizations," Journal of Educational Research, LIII (May, 1956), 323-330.

<sup>4</sup>Marion Ruth Perkins, "The Comparison of the Effectiveness of Three Methods of Teaching Word Recognition, Individual Method, Group Method and Individual Group Method in First Grade," (unpublished Masters thesis, School of Education, Atlanta University, 1949).

Puckett (1949),<sup>1</sup> found that the use of work-play materials were excellent aids in teaching word recognition in the second grades and for the enrichment of word meaning in the primary grade.

McDowell (1953),<sup>2</sup> concluded that phonics training as subsidiary word attack skill which is introduced gradually and developed through analysis of meaningful material is better than a system of conventional phonics.

Serra (1953),<sup>3</sup> lists two kinds of experiences to increase vocabulary meaning: (1) Experience with the raw materials of the concepts for which given words are symbols, that is, experience with objects and processes and with lower level concepts on which the required concepts are built; (2) Experience with the given word itself, that is, learning the word, speaking the word, and reading and writing the word.

---

<sup>1</sup>Dorothy H. Puckett, "A Study of The Effects of Work-Play Type Materials on Word Recognition and Word Meaning of Two Second Grade Classes, Edward Asa Ware School, Atlanta, Georgia," (unpublished Masters thesis, School of Education, Atlanta University, 1949).

<sup>2</sup>John B. McDowell, "Report on The Phonetic Method of Teaching Children to Read," The Catholic Educational Review, LI (October, 1953), 506-519.

<sup>3</sup>Mary C. Serra, "How to Develop Concepts and Their Verbal Representations," Elementary School Journal, LIII (January, 1953), 275-285.

Bedell and Nelson (1954),<sup>1</sup> used the techniques of word attack, (meaning attack, visual attack, and sound attack) and found that word attack can be taught advantageously with the average pupil profiting most. Also, they found that word effect skills should be taught to those who need them and that the benefits of word attack may show up more in comprehension than in vocabulary.

Mills (1956),<sup>2</sup> used four techniques of teaching word recognition to pupils. The techniques used were the visual, phonics, kinesthetic, and combination. His study showed that different pupils learn to recognize words more efficiently by different techniques and that no one technique is best for all children. Some conclusions about the effectiveness or the ineffectiveness of specific teaching methods were drawn for other types of children. Children of low IQ liked phonics least and kinesthetic best. Children of average IQ liked the kinesthetic least, the visual and combination best. High IQ pupils liked the visual over other methods.

---

<sup>1</sup>Ralph Bedell and Eloise S. Nelson, "Word Attacks as A Factor in Reading Achievements in the Elementary Schools," Educational and Psychological Measurement, XIV (Spring, 1954), 168-175.

<sup>2</sup>Robert E. Mills, "An Evaluation of Techniques for Teaching Word Recognition," Elementary School Journal, LVI (January, 1956), 221-225.



Rudisell (1957),<sup>1</sup> sees phonics as an aid in reading and spelling but it may have adverse effects if poor teaching or isolating sounds occur.

Sparks and Fay (1957),<sup>2</sup> in a study of more than eight hundred pupils in two Louisville, Kentucky, Schools, found no significant difference in achievement after four years though one school taught phonics, the other sight words.

Bloomer (1960),<sup>3</sup> compared two groups of pupils by giving one group sight words before phonics and the other group phonics before reading.

After twenty-four weeks he found the phonics group superior in word recognition and sentence reading. There was no difference in paragraph meaning achievement.

During a discussion with representatives of the J. B. Lippincott Company,<sup>4</sup> the writer learned that the Denver, Colorado, Public Schools, which use Reading With Phonics have reaped great benefits in the area of speech improvement. This showed up significantly among pupils from Spanish speaking homes.

---

<sup>1</sup>Mabel Rudisell, "Interrelations of Functional Phonic Knowledge, Reading, Spelling, and Mental Age," Elementary School Journal, LVII (February, 1957), 264-267.

<sup>2</sup>Paul E. Sparks and Lea C. Fay, "An Evaluation of Two Methods of Teaching Reading," Elementary School Journal, LVII (May, 1957), 386-390.

<sup>3</sup>Richard H. Bloomer, "An Investigation of An Experimental Phonics Program," Journal of Educational Research, LIII (January, 1960), 188-193.

<sup>4</sup>Discussion with representatives of the J. B. Lippincott Company, November, 1960.

## CHAPTER II

### PRESENTATION AND ANALYSIS OF DATA

Introduction.--The presentation and analysis of data will be treated under three headings. Under the first heading, "Explanation of the Data Gathering Procedures," the writer will explain the steps taken and instruments used in gathering the data. Under the second heading, "Interpretation of the Findings," the writer will analyze and tabulate the data and present it according to the categories listed in the questionnaire. Under the third heading, "Comparison of the Findings," the writer will make a comparison of the results of data obtained from interviews with the results of data obtained from research reports and the works of authorities in the field of reading.

Explanation of the Data Gathering Procedures.-- The writer used the facilities of the Atlanta University Library, the Wayne State University Library, and the Detroit Public Library (main branch) to review research journals, magazines, books, and unpublished theses related to reading, especially to word recognition techniques. The writer devised a questionnaire based on the purposes for his study. The writer secured the

telephone numbers of the major colleges and universities (nine in number) operating during the summer. Subsequent appointments were made to visit eight colleges. The writer sent a questionnaire to the ninth college. Nine people were interviewed. The questionnaire contained five entries. The respondents were asked to answer and qualify the questions, if they desired. The writer encouraged comments about the techniques of word recognition.

Interpretation of the Findings.--The institutions were coded by using letters for identification and called colleges (see Appendix). Eight colleges were represented by nine respondents (college E had two). No reply came from the questionnaire. These colleges train the majority of Michigan's public, private, and non-clerical (some clerical) parochial school teachers. The results obtained from the interviews are listed below according to the category on the questionnaire.

Word Recognition Techniques Taught.--The results obtained from the interviews concerning the techniques of word recognition as taught in Michigan colleges are listed in TABLE I.

TABLE I

WORD RECOGNITION TECHNIQUES TAUGHT  
IN THE DIFFERENT COLLEGES

Techniques	Colleges using this Technique								Total
Context clue	A	B	C	D	E	F	G	H	8
Structural analysis	A	B	C	D	E	F	G	H	8
Phonics	A	B	C	D	E	F	G	H <sup>a</sup>	8
Sight words	A	B	C	D	E	F	G	H	8
Word form	A	B	C	D	E	F	G	H	8
Dictionary use	A	B	C	D	E	F	G	H	8
Configuration clue					E		G	H	3
Glossary Skill								H	1
Analytical approach to word study	A					F			2
Syllabication		B							1
Word analysis				D					1

<sup>a</sup>This particular technique was emphasized highly at this school.

As shown in TABLE I, all the colleges use practically the same techniques. No omission of any one of the techniques occurred because the technique was taught even though it was described differently, for example, configuration clue and word form. However, it is to be noted that some

colleges extended their concepts of the word recognition techniques. Colleges E, G, and H included kinesthetic clues in their configuration clues. Colleges A and F utilized the analytical approach to word study. This technique, used in beginning reading, places the sentence as the fundamental syntax and word learning unit. College D extended word analysis to include some aspects of phonics and structural analysis. College B extended syllabication to formulate a system whereby the transfer of learning as an aid in recognizing new words is emphasized.

The emphasis on phonics by college H is understandable when one realizes the historical use of phonics by the parochial schools. This writer feels that, during the early history of the parochial schools in America, of which the majority are Roman Catholic, the strong need for oral facility in English plus backgrounds of highly phonetic European Languages, was the basis for the emphasis by Roman Catholic schools on phonics. Today's strong use of phonics might be just a carry over of teaching practices. Yet, the other techniques were utilized.

Research supports the teaching of word recognition by a combination of methods because this has been found

to be the most beneficial to the reader.<sup>1</sup> Vision, hearing, experiences, and instruction play significant roles in the beginning reader.

Time and Emphasis Given Word Recognition.--While not one of the respondents would try to determine the actual amount of time spent on teaching word recognition, one tried to approximate the amount. The unlimited amount of time was explained by the fact that the area of word recognition was important enough to determine the amount of instruction according to the students' needs.

The Role of Phonics in the Word Recognition Program.--The role of phonics was significantly involved in every program of teaching word recognition. In one program, phonics was emphasized more strongly than in the others. Every program placed phonics in the area of word recognition. The writer could detect only slight variations among the programs as shown in TABLE II.

---

<sup>1</sup>Emmett A. Betts, Foundations of Reading Instruction (New York: American Book Company, 1954).

Guy Bond and Eva B. Wagner, Teaching the Child to Read (3rd ed.; New York: The Macmillan Co., 1960).

Mildred A. Dawson and Henry Bammar, Fundamentals of Basic Reading Instruction (New York: Longmans, Green, and Company, Inc., 1959).

David H. Russell, Children Learn to Read (2nd ed.; Boston: Ginn and Company, 1961).

TABLE II

THE VARIATION OF PHONICS STRESS AMONG  
THE VARIOUS COLLEGE PROGRAMS

College	Variance of Stress		
	Phonics is recognized as a technique but not stressed	Phonics is recognized on an equal basis with other techniques	Phonics is recognized as a technique and should be stressed
A	x		
B	x		
C	x		
D		x	
E		x	
F		x	
G		x	
H			x

Colleges A, B, and C did not stress the use of phonics but recognized it only as a technique of attacking new words. College A reported that no system of phonics was taught. The reasoning was that children who have serious reading problems nearly always have memory problems and can't remember the elements of phonics structure. The elements of phonics structure are harder to remember than whole words. Phonics analysis contributes so little to word recognition when com-

pared with other techniques. The learning of phonics comes about through the learning of whole words.

College B reported that phonics is of little value to child who is learning to read. Reading is not the same as speech phonetics where phonics does contribute much. Phonics is only a tool and should always be taught with word recognition in mind.

College C reported that phonics is only a method by which words may be recognized. The preceding colleges do not place phonics in the beginner programs. Background experiences, sight vocabulary, and comprehension would take precedence over phonics.

Colleges D, E, F, and G recognized phonics as a technique of word recognition and stressed its function equally with the other techniques of word recognition.

College D reported the need for systematic development of phonics attack.

College E reported that phonics analysis should not be used as a beginning method of teaching reading. Also instruction in phonics should be functional, systematic, and adapted to individual needs.

Colleges F and G reported that phonics should not be imbalanced among the other techniques. Interpretation and understanding are important in the word recognition program. College F stated that children even-



tually devise their own techniques. Colleges D, E, F, and G follow a systematic course (as in the basal readers) in their development of phonics.

College H recognized phonics as a technique of word recognition and stressed its use in a formal system of beginning reading.

Research seems to bear out the practice of placing phonics in the role of a technique of word recognition and not as a method of teaching reading.<sup>1</sup>

Audio-Visual Equipment.--The audio-visual equipment encountered by the writer was varied in both possession and use. In all the colleges most of the equipment listed in TABLE III is available to the education department, although it is not owned by the department. Each college, except H, could secure audio-visual equipment from its audio-visual studios or its psychology department.

---

<sup>1</sup>Emmett A. Betts, "Phonics: Practical Considerations Based on Research," Elementary English, XXXIII (October, 1956), 357-371.

Gertrude Hildreth, "Some Misconceptions Concerning Phonics," Elementary English, XXXIV (January, 1957), 26-29.

John B. McDowell, "A Report on the Phonetic Method of Teaching Children to Read," The Catholic Educational Review, LI (October, 1953), 506-519.

TABLE III

TYPES OF AUDIO-VISUAL EQUIPMENT  
AVAILABLE TO THE COLLEGES

Equipment	College								Total
	A	B	C	D	E	F	G	H	
Tape recorder	x	x	x	x	x	x	x	x	8
Filmstrips and slides	x	x	x	x	x	x	x	x	8
Films	x	x	x	x	x	x	x	x	8
Television	x	x	x	x		x	x	x	7
Overhead or opaque projectors	x	x	x	x	x	x			6
Records	x	x	x	x	x	x	x	x	8
Flashcards, charts	x	x	x	x	x	x	x	x	8
Flannel boards	x	x	x	x	x	x	x	x	8
Games and self-learning aids	x	x	x	x	x	x	x	x	8
Tachistoscope	x	x	x	x	x	x	x		7
Audiometer	x	x	x	x	x	x			6
Flicker fusion device	x								1
Galvanic skin response device	x								1
Ophthalmoscope	x	x	x			x			4
Telebinocular	x								1
Eye marker camera	x								1

The uses of audio-visual equipment varied according to the philosophies of the programs studied and the availability of equipment. TABLE IV shows the reported degree of uses of audio-visual equipment determined by the availability of it in the education departments.

TABLE IV  
USES OF AUDIO-VISUAL EQUIPMENT

College	Not avail- able	Limited availability	Available- not much used	Available- much used
A			x	
B			x	
C			x	
D			x	
E		x		
F		x		
G				x
H	x			

In TABLE IV college H is listed in the not available column. Actually the curriculum situation is such that the students have available to them this equipment in the schools where much of their work is done rather than at the campus.

Colleges E and F had limited equipment and consequently limited use. However, college F has its education department adjacent to the Laboratory school and thereby affords excellent opportunities for students to observe instruction in action.

College A was the only college in which all the equipment listed in TABLE III was possessed by the education department. In colleges B and C all the equipment listed except the flicker fusion device, the galvanic skin response device, the telebinocular, and the eye marker camera (college D lacked the ophthalmoscope in addition to the ones listed above) was available to the students for examination. The writer did not contact the psychology departments of these colleges in order to ascertain whether or not the five pieces of equipment mentioned were on hand. Colleges E, F, and G had most of the non-diagnostic equipment except the opaque projector lacking by college G. College E had limited television reception because of its distance from ultra high frequency television remitters.

Much of the equipment such as television, records, or games was more beneficial to student teachers with pupils than to instructors with students and was used as needed.

Since different philosophies as to the benefits of audio-visual equipment prevailed among the colleges,

all programs did not utilize much equipment. Some instructors felt little need for some kinds of equipment while others used it often.

The tachistoscope, a device for increasing the speed of recognition, was sidely used by college G. The tape recorder was used for developing oral speaking and listening skills. Much stress was given to listening. Filmstrips were the most common used. They offered pupils excellent opportunities for concept building, experience activities, and context practice. Flashcards were used to review known words, to strengthen sight vocabulary, and to practice visual recognition. The opaque projector was not frequently used by any one. Television, films, and records were used more as supplements to instruction rather than as aids to instruction, that is, they did not provide for individual or small group practice in a skill. Games were used in all programs. They provided opportunities for practice in context clue building, structural analysis, phonics, and word form skills. The last six instruments in TABLE III were used in diagnostic situations. The audiometer was used for testing auditory discrimination. The galvanic skin response device was used for testing the kinesthetic response. The other instruments test or describe visual patterns.

Colleges B, C, E, and F were not enthusiastic users

of equipment except for remedial purposes. Renshaw<sup>1</sup> advocated the use of the tachistoscope for improving the span of perception for digits and words while Buswell<sup>2</sup> concluded that tachistoscopic exposures and eye movement records do not provide comparable measures of perception.

Outcomes of Competent Reading Instruction.--The writer encouraged the respondents to offer opinions as to what outcomes should be realized within the child as a result of competent reading instruction. The results are listed in TABLE V.

There were nine respondents (College E had two). Only when the outcomes reported were the same in concept did the writer combine them under one heading, for example, wide range of reading was also recorded as wide scope of reading and broad scope of reading.

Bond and Wagner state that the unique characteristics of reading enable the person to be more critical, to reflect more adequately, to organize more effectively the contributions from many sources, to be more rigorous in thinking with the content of the material, to demand that the authorities consulted be well quali-

---

<sup>1</sup>Samuel Renshaw, "The Visual Perception and Reproduction of Forms by Tachistoscopic Methods," Journal of Psychology, XX (October, 1945), 217-232.

<sup>2</sup>Guy T. Buswell, "Perceptual Research and Methods of Learning," Science Monthly, LXIV (June, 1945), 521-526 .

TABLE V

RESULTS OF OPINIONS ON THE OUTCOMES  
OF COMPETENT READING INSTRUCTION

Outcomes	Frequency of out-comes expressed by the respondents
Enjoyment of reading	9
Wide range of reading	9
Ability to locate information	7
Desire to read	7
Ability to communicate	6
Ability to infer and make concepts	6
Competence in subject matter	6
Increased comprehension	5
Feelings of confidence	4
Improvement in study habits	4
Increased knowledge	4
Attitudes - realization that reading is a social tool to meet social needs	3
Critical reading	3
Increased independency	3
Ability to hold a job	1
Ability to perform well as adults	1
Decreased juvenile delinquency	1
Flexibility in the rate of reading	1
Reader operates at maximum achievement level	1
Realistic (individual) evaluation	1

fied to express opinions, and to select authorities with which the readers would like to communicate to fill his own immediate needs.<sup>1</sup> Some general goals in reading are to broaden the vision of readers, to make their lives richer and more meaningful, to enable readers to meet the practical needs of life more effectively, to develop social understanding, to develop the ability to use reading in the intelligent search for truth, to promote a broad common culture, and to promote a growing appreciation of the finer elements of American life.<sup>2</sup>

The outcomes as indicated by the respondents parallel closely those expressed by other reading authorities.

The two outcomes that received mention by all the respondents are enjoyment and wide range of reading. The two outcomes that received mention by seven of the respondents are ability to locate information and desire to read. The following are outcomes which received mention by six respondents: ability to communicate, ability to infer and make concepts, and competence in subject matter. The writer feels that these outcomes express the general goals of reading instruction for all persons.

The outcomes stated below were mentioned by five to three respondents. Increased comprehension was men-

---

<sup>1</sup>Bond and Wagner, op. cit., p. 11.

<sup>2</sup>Ibid.



tioned by five respondents. Feelings of confidence, improvement in study habits, and increased knowledge were mentioned by four respondents. Attitudes, critical reading, and increased independency were mentioned by three respondents.

The writer feels that the foregone and, especially, the following outcomes indicate a geographical concern about the goals of reading instruction. The outcomes are ability to hold a job, ability to perform well as adults, decreased juvenile delinquency, flexibility in the rate of reading, reader operates at maximum achievement level, and realistic evaluation. Each outcome received only one mention. The mentions came from colleges B, C, D, F, G, and H which are in or close by metropolitan Detroit and which reflect the problems and needs of such a metropolitan area in their instruction.

Comparison of the Findings.--The data gathered from research and interviews will be treated under three sub-headings.

Consensus of Research and Authorities in Reading.--The reports of research writers and authorities in reading lend support to the practice of teaching word recognition by a combination of techniques. Tinker and McCullough wrote that all contemporary authors who have a background of research as well as a broad experience

in the field advise a combined approach for instruction in word recognition.<sup>1</sup> Some of the writers mentioned by Tinker and McCullough are Gates, Durrell, Bond and Wagner, Bond and Tinker, Hildreth, DeBoer and Dallman, and Harris. Research reports favorable to phonics could not support the benefits of phonics in comprehension or other skills, except recognition, which are necessary in reading.

Consensus of Results from Interviews.--While one respondent stated that the program in her college stressed phonics, every one suggested teaching word recognition by a combination of methods. Not every one stated the same techniques, but every one suggested combinations of techniques.

Comparison of Data.--The data from all sources utilized by the writer support the combination method of teaching word recognition. Research and authorities are for the use of all techniques. College instructors also support the combination method of teaching word recognition.

---

<sup>1</sup>Miles A. Tinker and Constance McCullough, Teaching Elementary Reading (2nd ed.; New York: Appleton-Century-Crofts, Inc., 1962), pp. 138, 139.

## CHAPTER III

### SUMMARY AND CONCLUSIONS

Summary.--This study was concerned with one aspect of the total reading program. It proposed gathering information about the techniques of teaching word recognition from research and personal interviews with college instructors and department heads and comparing the data. The specific information sought was relative to the types, the merits, shortcomings, uses of audio-visual equipment, and time involved in teaching the different word recognition techniques. The study also wanted to show if a lag existed between research and current practice in teaching the different techniques of word recognition and what implications could educators draw from it.

The writer reviewed research reports in the libraries of Atlanta University, Wayne State University, and the Detroit Public Library. He conducted personal interviews with nine members of the staffs of eight Michigan colleges on their respective campuses. The writer recorded, analyzed, and incorporated the information in the thesis.

The survey of literature indicated that reading is a complex art involving many physical, emotional, and intellectual skills. It developed because of man's needs to communicate beyond the use of pictures and signs.

Hence, man developed on alphabet. As the need for reading developed, also the need for instruction in how to read developed. For centuries man was taught to read by learning the alphabet and spelling the words. Eventually, methods teaching reading by sounding the letters and words and learning whole words came into use. Around the turn of the century, reading began to be studied scientifically and emphasis shifted from methods, *per se*, to the components of the different methods. Therefore, reading involves the use of sounds, the observation of whole words, and other techniques which will help one recognize and comprehend a word. Today it is agreed that the teaching of word recognition is no longer a question of which method or procedure to use, but rather the appropriateness of the method for the particular child at the particular time in the particular context.<sup>1</sup>

The writer discovered that research does not support the exclusive use of any one method of teaching word recognition or any particular use or non use of audio-visual equipment. There was almost complete agreement from the respondents as to the role of word recognition and the significance of phonics in the reading instruction program. The results of the interviews conducted showed some variance of opinions about the outcomes of competent

---

<sup>1</sup>Betts, op. cit., p. 86.

reading instruction.

Findings.--The findings for this research are summarized in the following statements:

1. Michigan colleges teach a combination of word recognition techniques.

2. The time given to teaching word recognition varies with the needs of students.

3. Phonics is included in the word recognition program but it is considered only one of the word recognition techniques.

4. Many kinds of audio-visual equipment are available to the colleges, though they are not widely used.

5. Pupils should realize within themselves certain changes in attitudes, desires, abilities, and growth as a result of competent reading instruction.

6. Research supports the practices of Michigan colleges in teaching word recognition.

Conclusions.--The result of interviews conducted and research reports studied for this study seem to warrant the following conclusions:

1. The word recognition techniques should be taught with the welfare of the child in mind, using the technique or techniques which will aid him in the reading process at the particular time. The exclusive use of a particular technique can be unprofitable and, sometimes, detrimental to progress. Phonics is profitable when used in

conjunction with other techniques. Children of different mental abilities make greater or lesser use of any technique or a combination of techniques depending upon their needs.

2. The programs in the Michigan colleges visited by the writer employed the same six of the eleven techniques reported by them. These same techniques of word recognition namely, context clue, structural analysis, phonics, word form, sight word, and dictionary use parallel the ones offered by leading authorities in reading. There is proper and adequate emphasis on the word recognition techniques taught. The remaining five techniques namely, configuration clue, glossary skill, word analysis, analytical approach, and syllabication differ mostly in connotation rather than concept. These were taught in three, one, two, and one colleges, respectively.

3. The respondents did not try to designate a certain amount of time to word recognition alone. The reduction or extension of time spent on word recognition in the total instructional program was based on the needs of the students.

4. Whereas many of the departments of education had little audio-visual equipment, all colleges had well equipped audio-visual studios where students could acquaint themselves with the purposes and operation of

many different audio-visual aids. The use of audio-visual equipment depended upon each instructor's philosophy about it and the needs of the students. Some audio-visual equipment is used primarily for diagnostic and remedial purposes. Of non-diagnostic equipment reported, the most widely used articles were the tape recorder, filmstrip, television, records, and those materials which generally accompany the basal reader.

5. Students in any Michigan college would be exposed to current ideas about teaching reading. They would review all techniques of teaching word recognition. They would become acquainted with more than one set of basal readers. The results of this research in no way indicate that students are getting either inadequate or improper training in their college instruction and that instruction is lagging behind established research recommendations.

6. The interpretation of the data gathered for this research appears to focus attention upon the following implications:

- a. The colleges should include in the curricula courses or seminars which will introduce prospective teachers of the language arts to the historical development of reading and present research in the field.

- b. Students preparing to teach should have definite experiences in working with pupils whereby all techniques of word recognition are utilized.
- c. With more elementary schools purchasing more kinds of audio-visual equipment, the colleges should prescribe courses whereby students could acquaint themselves with the purpose and operation of audio-visual equipment.
- d. The colleges should instruct all prospective teachers in interpreting the total reading program to the public.

Recommendations.--The interpretation of the basic data, in conjunction with the conclusions and implications, would seem to warrant the following recommendations:

1. That attempts to gain increases in budgets should be put forth in order to purchase equipment and materials necessary to carry out programs designed to produce well trained teachers.

2. That the colleges use whatever means they can to make the public aware of their reading programs.

3. That further research could be done in the area of parental awareness and comprehension of today's reading programs in Michigan colleges.



## APPENDIX

This is a sample questionnaire used in the interview.

I am writing a thesis at Atlanta University, Atlanta, Georgia, entitled A Comparison of The Techniques of Teaching Word Recognition from An Analysis of Research and A Survey of Teacher Training Institutions. Since my study is limited to Michigan Institutions, I would like answers and professional opinions from you concerning the following questions: (1) What methods of teaching word recognition are exposed to students preparing to teach? (2) What proportions of time and emphasis are given to word recognition in the learning process? (3) What role does phonics play in the learning to read process? (4) What types of audio-visual and kinesthetic equipment are utilized by instructors with students and students teachers with pupils? (5) What should be the outcomes realized within pupils from competent reading instruction?

# Identifications of The Institutions

Letter Code	Name and Location
College A	The University of Michigan, Ann Arbor, Michigan, a private, co-educational school with an enrollment above 20,000.
College B	Michigan State University, East Lansing, Michigan, a land grant, co-educational school with an enrollment above 18,000.
College C	Wayne State University, Detroit, Michigan, a land grant, co-educational school with an enrollment above 17,000.
College D	The University of Detroit, Detroit, Michigan, a private, co-educational, church related school (Roman Catholic) with an enrollment above 12,000.
College E	Central Michigan University, Mt. Pleasant, Michigan, a land grant, co-educational school with an enrollment above 7,000.
College F	Eastern Michigan University, Ypsilanti, Michigan, a land grant, co-educational school with an enrollment above 6,000.
College G	Marygrove College, Detroit, Michigan, a private, women's church related school (Roman Catholic) with an enrollment above 1,000.
College H	Mercer College, Detroit, Michigan, a private, women's church related school (Roman Catholic) with an enrollment above 700.

## BIBLIOGRAPHY

### Books

- Agnew, Donald C. The Effect of Varied Amounts of Phonetic Training on Primary Reading. Durham, N. C.: Duke University Press, 1939.
- Betts, Emmett A. Foundations of Reading Instruction. New York: American Book Company, 1954.
- Bond, Guy, and Wagner, Eva B. Teaching the Child to Read. 3rd ed. New York: The Macmillan Company, 1960.
- Dawson, Mildred A., and Bamman, Henry. Fundamentals of Basic Reading Instruction. New York: Longmans, Green, and Company, Inc., 1959.
- DeBoer, John J., and Sallman, Martha. The Teaching of Reading. New York: Holt, Rinehart, and Winston, Incorporated, 1960.
- Duker, Sam, and Nally, Thomas P. The Truth About Your Child's Reading. New York: Crown Publishers, Incorporated, 1956.
- Flesch, Rudolf. Why Johnny Can't Read and What You Can Do About It. New York: Harper and Brothers, Publishers, 1955.
- Gray, Lillian, and Reese, Dora. Teaching Children to Read. 2nd ed. New York: The Ronald Press Company, 1957.
- Gray, William S. On Their Own In Reading. Revised edition. Chicago: Scott, Foresman, and Company, 1960.
- Harris, Chester W. (ed.). Encyclopedia of Educational Research. New York: The Macmillan Company, 1960.
- Hay, Julie, and Wingo, Charles E. Reading With Phonics. Revised ed. Chicago: J. B. Lippincott Company, 1960.
- Huey, Edmund B. The Psychology and Pedagogy of Reading. New York: The Macmillan Company, 1924.

Russell, David H. Children Learn to Read. 2nd ed. Boston: Ginn and Company, 1961.

Smith, Nila B. American Reading Instruction. New York: Silver, Burdette, and Company, 1934.

Tinker, Miles A. and McCullough, Constance. Teaching Elementary Reading. 2nd ed. New York: Appleton-Century-Crofts, Incorporated, 1962.

#### Articles and Periodicals

Aaron, I. E. "What Teachers and Prospective Teachers Know About Phonics Generalizations," Journal of Educational Research, LII (May, 1960), 323-330.

Bedell, Ralph, and Nelson, Eloise S. "Word Attack as a Factor In Reading Achievement In the Elementary Schools," Educational and Psychological Measurement, XIV (Spring, 1954), 168-175.

Betts, Emmett A. "Phonics: Practical Considerations Based on Research," Elementary English, XXXIII (October, 1956), 357-371.

Bloomer, Richard H. "An Investigation of an Experimental Phonics Program," Journal of Educational Research, LII (January, 1960), 188-193.

Brownell, William A. "Current Practices With Respect to Phonetic Analysis in the Primary Grades," Elementary School Journal, XLII (November, 1942), 195-206.

Burbank, E. D. "Phonetics in the Elementary Grades for Teachers of Normal Children," Volta Review, XXII (March, April, 1922), 113-116; 217-220.

Buswell, Guy T. "Perceptual Research and Methods of Learning," Science Monthly, LXIV (June, 1945), 521-526.

"Education," Time, July 14, 1961, p. 60.

Gill, Edmund J. "Methods of Teaching Reading," Journal of Experimental Pedagogy, I (1911-1912), 243-248.

Gray, William S. "The Teaching Of Reading and Writing: An International Survey," Monographs on Fundamental Education, X.UNESCO, 1956.

Hildreth, Gertrude. "Some Misconceptions Concerning Phonics," Elementary English, XXXIV (January, 1957), 26-29.

"Johnny Is Doing A Lot Better," Life, April 7, 1961, p. 32.

McDowell, John B. "A Report on the Phonetic Method of Teaching Children to Read," The Catholic Educational Review, LI (October, 1953), 506-519.

Mills, Robert E. "An Evaluation of Techniques for Teaching Word Recognition," Elementary School Journal, LVI (January, 1956), 221-225.

Mosher, Raymond M. "Some Results of Teaching Beginners by the Look-and-Say Method," Journal of Educational Psychology, XIX (March, 1928), 185-193.

Renshaw, Samuel. "The Visual Perception and Reproduction of Forms by Tachistoscopic Methods," Journal of Psychology, XX (October, 1945), 217-232.

Rudisell, Mabel. "Interrelations of Functional Phonic Knowledge, Reading, Spelling, and Mental Age," Elementary School Journal, LVII (February, 1957), 264-267.

Russell, David H. "Opinions of Experts About Primary Grade Basic Reading Programs," Elementary School Journal, XLIV (June, 1944), 602-609.

Serra, Mary C. "How to Develop Concepts and Their Verbal Representations," Elementary School Journal, LIII (January, 1955), 275-285.

Sexton, Elmer K., and Herron, John S. "The Newark Phonics Experiment," Elementary School Journal, XXVIII (May, 1928), 690-701.

Smith, Nila B. "What Research Tells Us About Word Recognition," Elementary School Journal, LV (April, 1955), 440-446.

Sparks, Paul E., and Fay, Lea C. "An Evaluation of Two Methods of Teaching Reading," Elementary School Journal, LVII (May, 1957), 386-390.

Tate, Harry L. "The Influence of Phonics on Silent Reading in Grade One," Elementary School Journal, XXXVII (June, 1937), 752-763.

Valentine, C. W. "Experiments on the Methods of Teaching Reading," Journal of Experimental Pedagogy, II (1913-1914), 99-112.

#### Unpublished Materials

Lidell, Glenda Lucille. "An Experimental Investigation of Methods of Teaching Word Meaning." Unpublished Master's thesis, Department of Education, University of Southern California, 1931.

Perkins, Marion R. "The Comparison of the Effectiveness of Three Methods of Teaching Word Recognition, Individual Method, Group Method, and Individual Group Method in First Grade." Unpublished Master's thesis, School of Education, Atlanta University, 1953.

Puckett, Dorothy H. "A Study of the Effects of Work-Play Type Materials on Word Recognition and Word Meaning of Two Second Grade Classes, Edward Asa Ware School, Atlanta, Georgia." Unpublished Master's thesis, School of Education, Atlanta University, 1949.

#### Other Sources

Breitmeyer Elementary School, Detroit, Michigan. Discussion with representatives of the J. B. Lippincott Company. November, 1960.

Central Michigan University. Personal interview with Dr. A. R. Gaskill, Instructor. July 17, 1962.

\_\_\_\_\_. Personal interview with Dr. A. A. Carlson, Instructor. July 17, 1962.

Eastern Michigan University. Personal interview with Mr. Richard Elder, Instructor, July 13, 1962.

Marygrove College. Personal interview with Sister Gilmery, Associate professor of Education and certified Psychological Examiner. July 10, 1962.

Mercer College. Personal interview with Dr. Yvonne M. Lofthouse, Instructor, July 10, 1962.

Michigan State University. Personal interview with Dr. B. H. Van Roekel, Instructor and former Director of the Michigan State University Reading Center. July 17, 1962.

University of Detroit, The. Personal interview with Mr. T. Timmerman, Instructor. July 10, 1962.

University of Michigan, The. Personal interview with Dr. Donald E. P. Smith, Director of The Reading Clinic, Graduate Instructor. July 13, 1962.

Wayne State University. Personal interview with Dr. Virginia Morrison, Instructor. June 27, 1962.

## VITA

Harvey, Ivery W., Jr.

Education: Finished Northern High School, Detroit, Michigan, (1946); B.A., Wayne State University, 1951 (Psychology); Post Degree Work, Howard University, Summer 1953; Atlanta University, 1954-1956 (Elementary Education).

Experience: Public Housing, 1951-1952; Student Religious Work, 1952-1954; Aircraft Industry, 1955-1956; Teacher, Elementary, Detroit Public Schools, 1958- .

Organizations: Member Metropolitan Detroit Reading Association; Detroit Schoolman's Club.

Personal Information: Born September 17, 1929; Married; Father of one son.